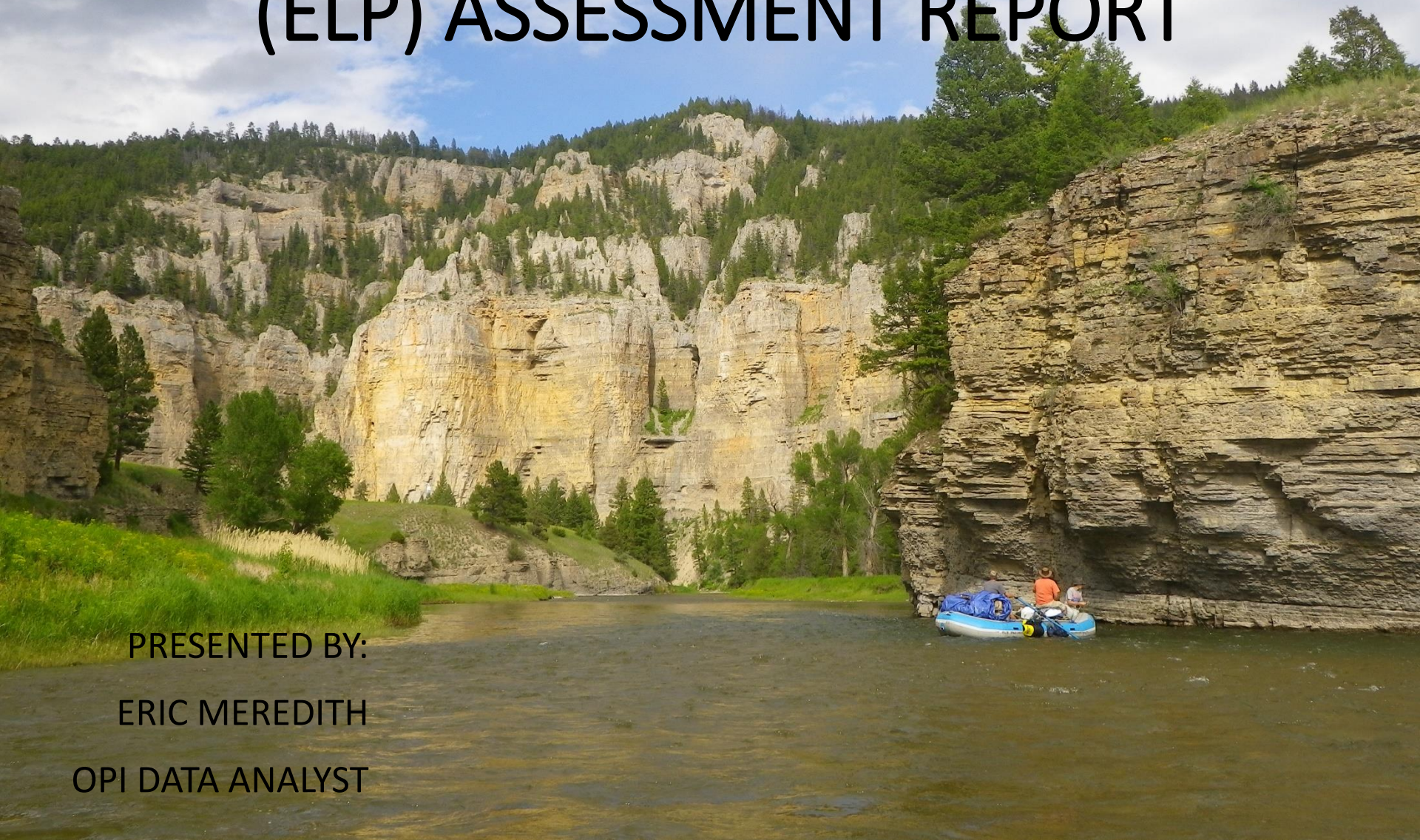


ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT REPORT

PRESENTED BY:

ERIC MEREDITH

OPI DATA ANALYST



ELP ASSESSMENT

- Given to students that fall into one of two categories
 - Students with English as a 2nd language
 - Students with a language of impact other than English
- Required of English Learner (EL) students by the NCLB and continued requirement in the ESSA (Every Student Succeeds Act)
 - More focus on EL students within ESSA
- ELP Test (ACCESS) given starting during 2011-2012 school year
 - Test is given in Dec-Jan (started online version in 2015-2016)
 - Tests is 4 basic domains: Reading, Writing, Speaking, Listening

ACCESS TEST DOMAINS

- 4 Different Domains
 - Speaking
 - Reading
 - Listening
 - Writing
- Each domain is scored from 1.0 -6.0
- Total Score is scored from 1.0 - 6.0
 - 15% Listening
 - 15% Speaking
 - 35% Reading
 - 35% Writing
 - **Must take all 4 domain tests to receive a Total score**
- 3 additional domains that are combo's.
 - Oral Language
 - 50% Listening and 50% Speaking
 - Literacy
 - 50% Reading and 50% Writing
 - Comprehension
 - 30% Listening and 70% Reading

ACCESS TEST SCORING

- Scoring Proficiency Levels
 - 1 – Entering
 - 2 – Beginning
 - 3 – Developing
 - 4 – Expanding
 - 5 – Bridging
 - 6 – Reaching
- Score of 3.2 means the students is “Developing” and scores at the 20th percentile of students in the “Developing” proficiency level.



ACCESS TIERS

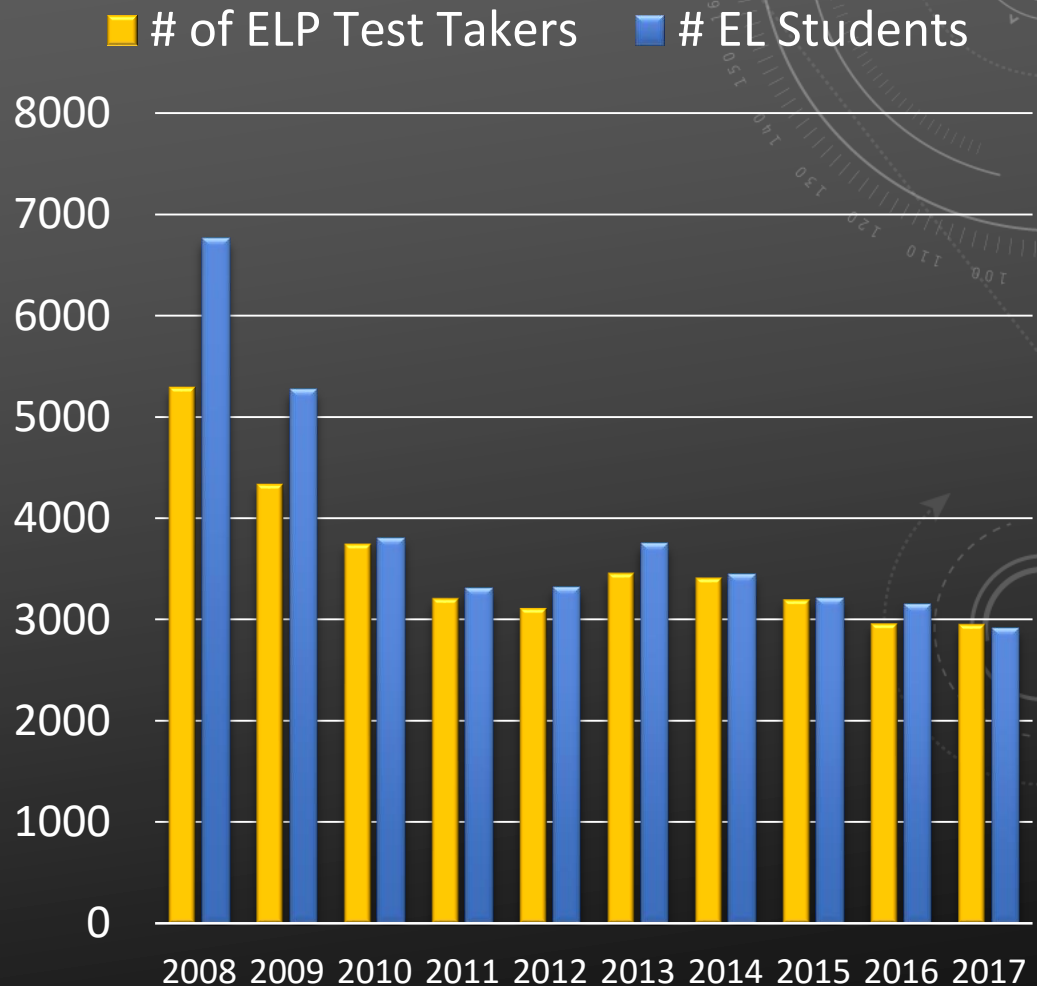
- Listening and Reading
 - Students take these domains to determine the Tier level test they will take in Speaking and Writing.
- Tier A
 - Students that are testing at the Tier A Level for both speaking and Writing domains.
- Tier B
 - Students test at Tier A in one of the domains of Speaking or Writing and Tier BC in the other domain
- Tier C
 - Students that test at Tier BC in both the Speaking and Writing domains.
- Kindergarten
 - Kindergarten students take a test that is specifically designed for Pre-K/K students.
 - Scored slightly differently than grades 1-12
 - Instructional Score (K-score)
 - Used by Teachers to determine how the student is developing in relation to the standards of a Kindergarten student.
 - Accountability Score
 - Same as the scoring scale used for grades 1-12
 - Determines if a student can be exited from the LEP program.



2016 – 2017 ELP TEST TAKERS

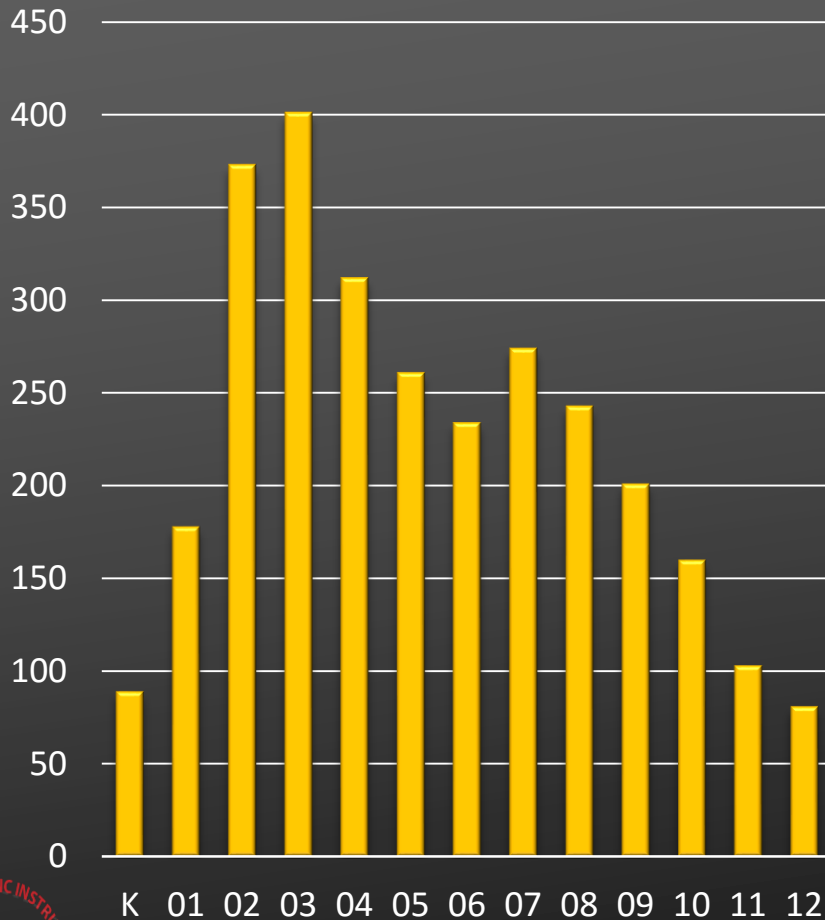
- 2954 Test Takers (7 on Alternate Test)

- 131 Kindergarten
- 928 Tier A
(353 in 2016)
- 369 Tier B
- 1440 Tier C



EL STUDENT POPULATION

Number of Students by Grade

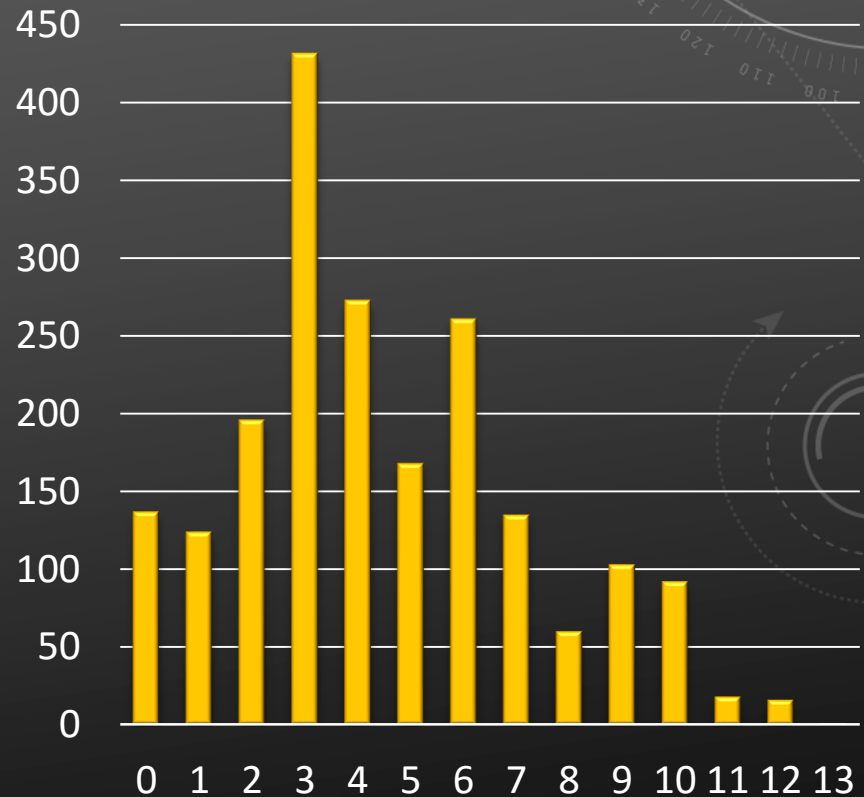


- 2016-2017 EL counts
 - 2918 Total
 - 2623 Title III EL students
 - 2030 American Indian EL Students (69.6%)
- Odd distribution of students by grade
 - Number of 1st grade students went from 347 in 2016 to 178 in 2017
 - Expect the distribution to start high and then proceed lower for each grade.

LENGTH OF TIME AS AN EL STUDENT

- Distribution of # of students is a bit odd
 - Less students at 0,1,2 years
- Under ESSA we will not have to report the number of students that have been EL for 5 or more years for each district.
 - 1004 Students
 - 34.4% of EL Students
 - 854 American Indian Students
 - 85.1% of all 5 Year EL Students

Students by # of years they have been EL (2016-2017)



MONTANA DEFINITION OF PROFICIENT

- **NEW!** Must score at least 4.0 on all domains and 5.0 on Total Proficiency
- Input from additional measures of reading, writing, or language development available from school assessments.



MONTANA PROFICIENCY

- In 2016 – 2017 1.4% of students taking the ACCESS test scored as Montana Proficient
 - 40 Students
- In 2015 – 2016 13.4% of students taking the ACCESS test scored as Montana Proficient
 - 394 students
- In 2014 – 2015 13.8% of students taking the ACCESS test scored as Montana Proficient
 - 442 students
 - 116 of these students took the test again in 2015-2016 and 62 or 53.4% scored Montana Proficient a 2nd time.



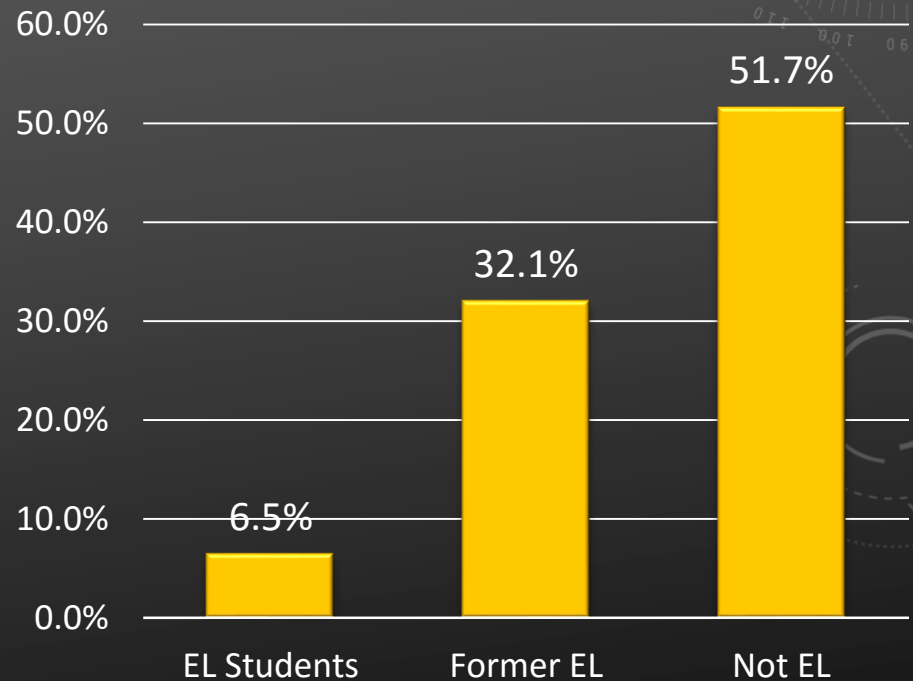
2016-2017 ELP TEST TAKERS ON THE SBAC

		SBAC Reading Proficiency Level				
		Novice	Near Proficient	Proficient	Advanced	Total
ELP Total Proficiency Level	1.0	110 97%	2 2%	0 0%	1 1%	113
	2.0	427 96%	17 4%	2 0%	0 0%	446
	3.0	551 77%	143 20%	16 2%	5 1%	715
	4.0	112 42%	102 38%	48 18%	7 3%	269
	5.0	2 7%	8 29%	12 43%	6 21%	28
	6.0	0 0%	0 0%	0 0%	2 100%	2
	Total	1202	272	78	21	1573

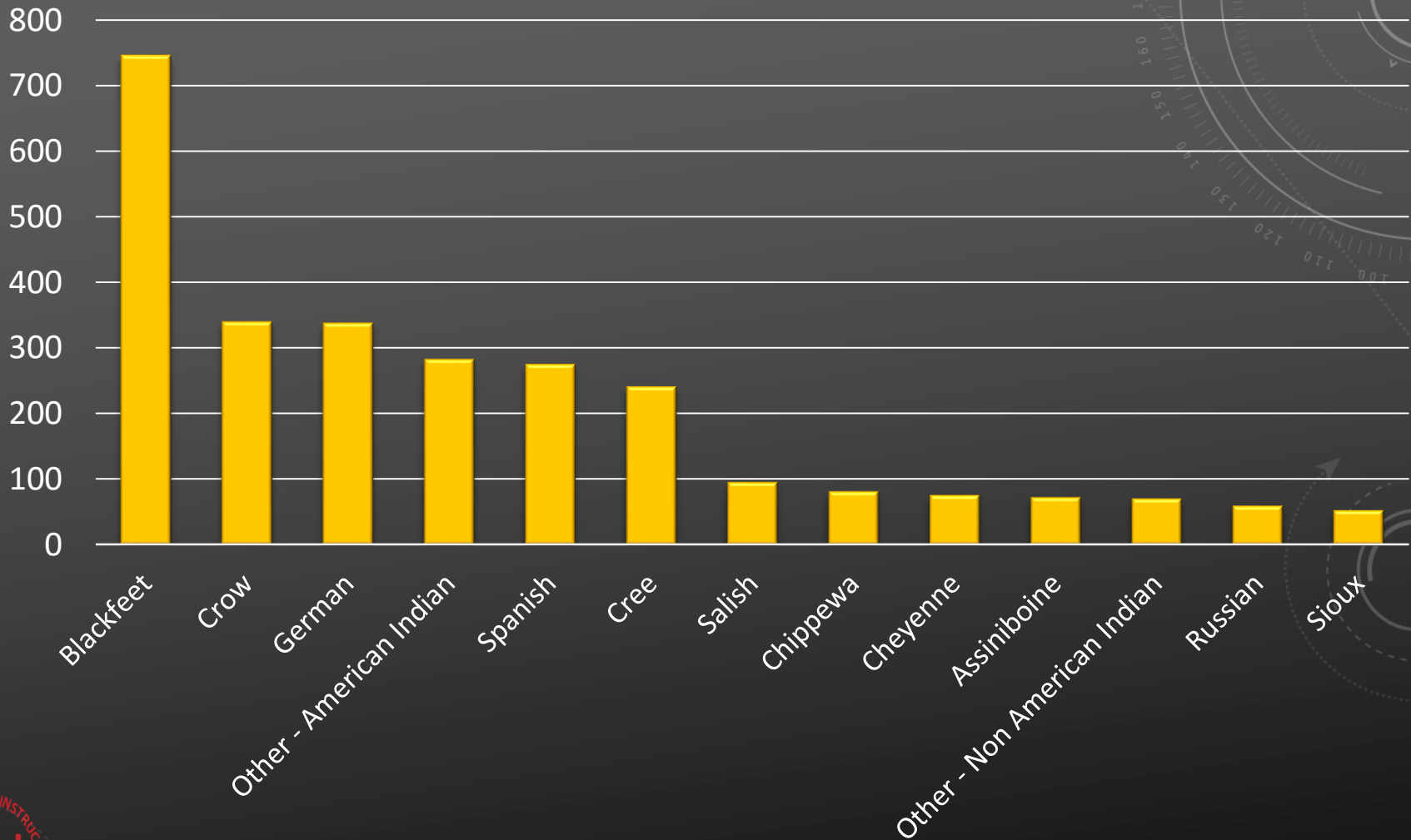
SBAC READING SCORES EL STUDENTS

- EL students are the lowest scoring subgroup
 - Not unique to Montana, this is the case nationwide

**% Students Proficient on SBAC
ELA**

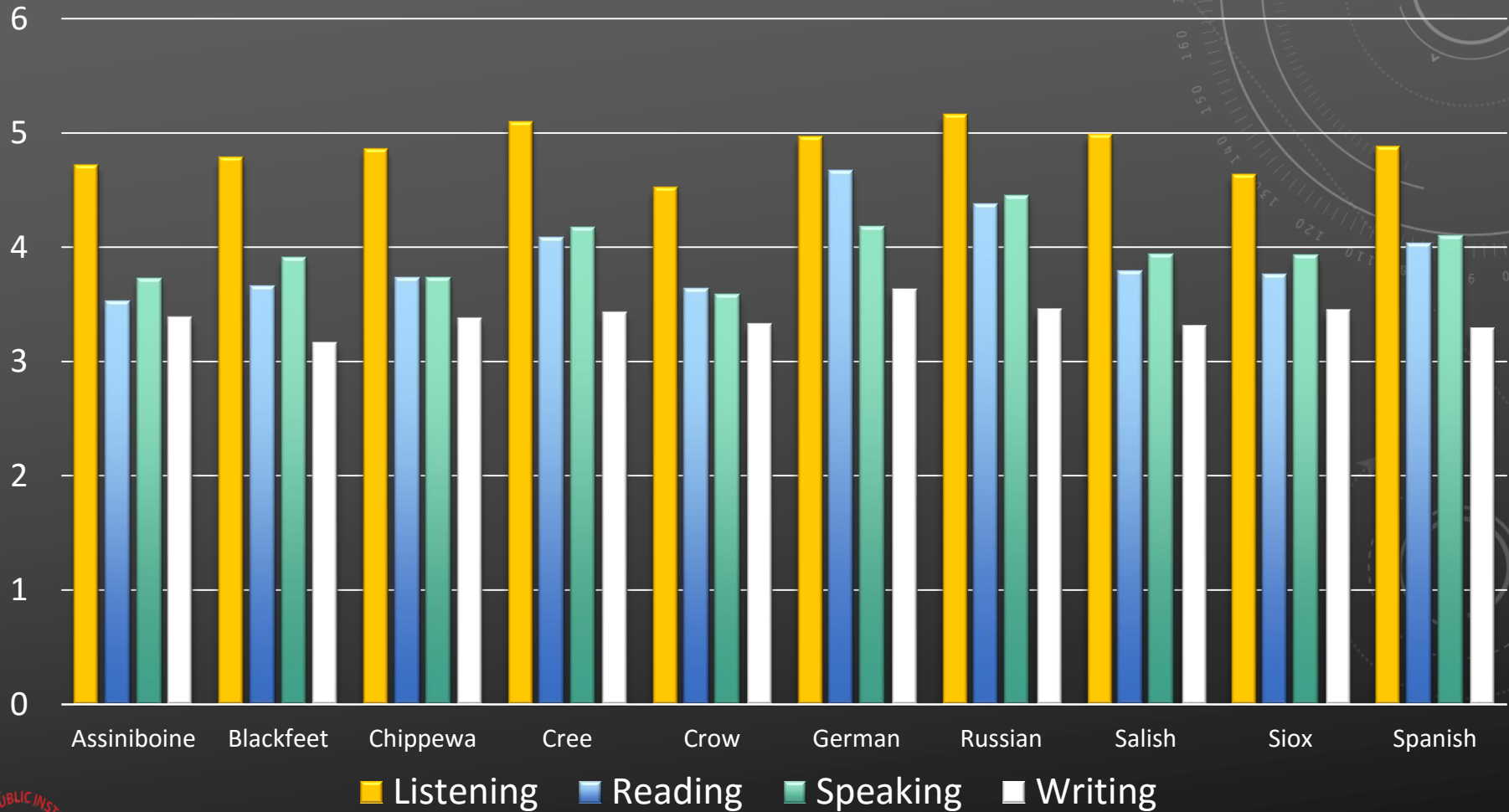


NUMBER OF STUDENT BY LANGUAGE OF IMPACT

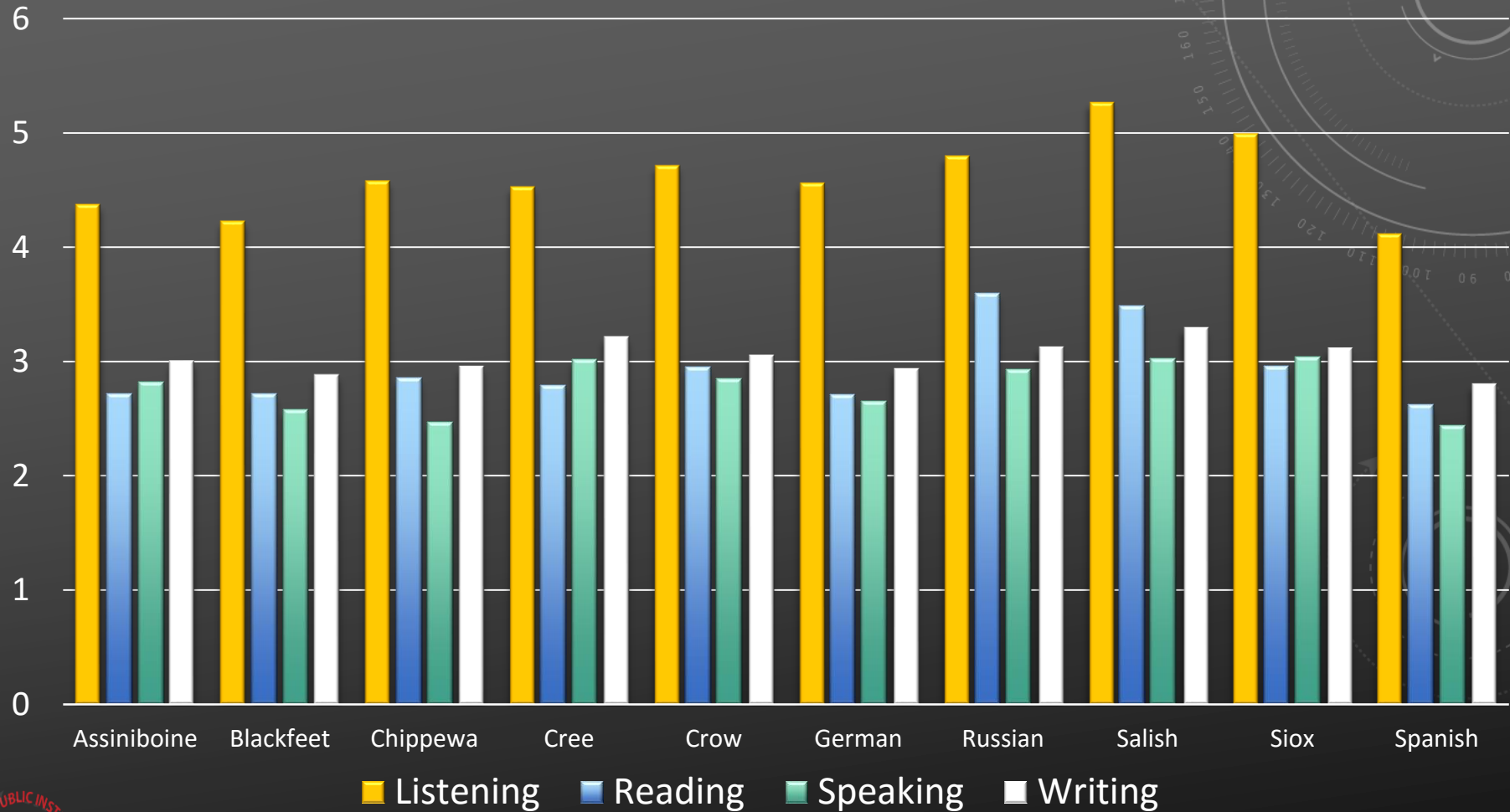


*Includes all Current EL students and only Languages of Impact with 50 or more students

2015-2016 DOMAIN MEANS BY LANGUAGE OF IMPACT



2016-2017 DOMAIN MEANS BY LANGUAGE OF IMPACT



Only 7 of the 40 Montana Proficient Students
in 2017 had a LOI that was American Indian



EL STUDENT ATTENDANCE RATES

- 2016-2017
 - Current EL Students – 86.9% (156 days present)
 - Former EL Students – 87.9% (158 days present)
 - No EL Status Students – 93.1% (168 days present)
- Slight decrease in Former EL student rate compared to 2015-2016 (89.1%)

ENGLISH LEARNER STUDENTS IN ESSA

- Accountability System
 - EL progress towards proficiency will factor into EVERY school's accountability system that has at least 10 EL students that test. (10 points)
 - 100 points total available for the accountability system
- Long Term Goals
 - Graduation Rate
 - EL Graduation rate for 2016-2017 was 63.4%
 - Montana's ESSA Plan has a long term goal of increasing this rate to 73.3% by 2021-2022
 - Academic Achievement
 - Mathematics
 - EL Mathematics Proficiency Rate for 2016-2017 was 6.9%.
 - Long term goal of increasing this rate to 29.4% by 2022-2023
 - English Language Arts
 - EL English Language Arts Proficiency Rate for 2016-2017 was 6.5%
 - Long term goal of increasing this rate to 29.2% by 2022-2023



DATA AVAILABLE ON GEMS

- ELP assessment has a page devoted to only that test.
 - <http://gems.opi.mt.gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx>
 - Also available by going to the OPI [homepage](#) and following the correct links.
- Ability to look at domain score breakdowns by state, county, school district and school
- Compare to previous year's results on the ELP assessment.



CHANGES TO LEP INFORMATION IN AIM

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Account Settings

Access Log

Cash, Johnny

Grade: 06 #18 DOB: 07/21/2003 Gender: M

Credit SummaryAssessmentBehaviorGraduationAdHoc LettersRecords Transfer

SummaryEnrollmentsScheduleAttendanceFlagsGradesTranscript

Person Summary Report

Person Summary Report w/ Picture

Print Mailing Label

Print Envelope

Person Information

PersonID
1104

Name

Cash, Johnny

Nickname

Gender

M

Race Ethnicity

State Race/Ethnicity:

Federal Designation:

Race(s):

Hispanic/Latino:

Race/Ethnicity Determination:

6:White

White

N:No

No Image Available

Birth Date (Age: 11)

07/21/2003

Student Number

18

State ID

957689772

Person GUID

C9771FAC-A2DF-48E2-9BD9-96C0C4EAF03

Comments

- Modified by: Administrator, System 07/21/2014 11:46

Household **Secondary

Name	Relationship	Enrollment (grade)	Phone(s)	Email
------	--------------	--------------------	----------	-------

ENTERING A NEW LEP STUDENT

Year **14-15** School **All Schools** Calendar **All Calendars**

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Cash, Johnny
Grade: 06 #18 DOB: 07/21/2003 Gender: M

Enrollments District Employment District Assignments Credentials

Demographics Identities Households Relationships

Save Delete Person Summary Report Demographics Data

Person Information

PersonID **1104**

*Last Name **Cash** *First Name **Johnny** Middle Name Suffix

*Gender **Male** *Birth Date (Age: 11) **07/21/2003** Soc Sec Number

Race/Ethnicity (Edit)

State Race/Ethnicity:

Federal Designation: **6:White**

Race(s): **White**

Hispanic/Latino: **N:No**

Race/Ethnicity Determination:

Date Entered US Date Entered US School

Date Entered State School

Home Primary Language

Language of Impact

Nickname

Comments

Upload Picture

- Modified by: Administrator, System 07/21/2014 11:56

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Add Person

Add Household

Add Address

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- Enter in Home Primary Language and Language of Impact
- Found in "People" and "Demographics"

ENTERING A NEW LEP STUDENT

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People

Households

Addresses



Add Person

Add Household

Cash, Johnny

Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments LEP Services LEP Accommodations

 Save  Delete

Active LEP Record

***Program Status** LEP

Identified Date 10/05/2012

Expected Exit Date

Program Exit Date

First Year Monitoring:

Second Year Monitoring:

Parent Notified

Parent Declined

Comments

- Modified by: Administrator, System 07/21/2014 12:02

Census Information

****To update read only fields, please go to Census->People->Identities**

Home Primary Language: eng: English

Language of Impact 06: Chinese

First Entered US School: No Data Available

- Enter LEP status
- Enter Identified Date
- Other information is optional

EXITING AN LEP STUDENT

Year **14-15** School **All Schools** Calendar **All Calendars**

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Add Person

Add Household

Cash, Johnny

Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP

LEP Assessments

LEP Services

LEP Accommodations



Save



Delete

Active LEP Record

*Program Status

Exited LEP

Re-Enter

Identified Date

10/05/2012

Expected Exit Date

Program Exit Date

1/14/2013

First Year Monitoring:

Second Year Monitoring:

Parent Notified

Parent Declined

☐

Comments

- Modified by: Administrator, System 07/21/2014 12:02

Census Information

****To update read only fields, please go to Census->People->Identities**

Home Primary Language:

eng: English

Language of Impact

06: Chinese

First Entered US School:

No Data Available

Enter in new LEP status

Enter Program Exit Date

Monitoring dates populate automatically

To Re-enter a student as LEP

OPI is working on entering statewide LEP Assessment data

TITLE III TRACKING CHANGE

Year School Calendar

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Cash, Johnny
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments **LEP Services** LEP Accommodations

+ New Print Service History

Service Type	Start Date	End Date
01: Title III	08/27/2012	06/05/2013

System Administrator
▼ Student Information
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- Title III no longer needs to be tracked in AIM
 - **State will assume all LEP students at a Title III school are Title III for reporting purposes.**
- Schools should still track exactly which students benefit from Title III funds in case they are audited. This does not need to be in Infinite Campus



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